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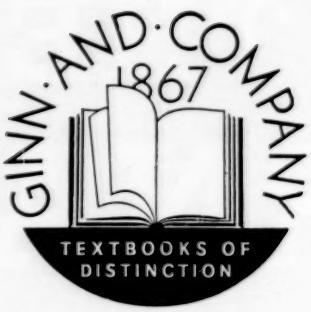

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CONTENTS

YOUR TEXTBOOK REPORTER 84

EDITORIALS 86

A YANKEE IN MANILA
Irene Wakeham 88

DO TEACHERS WANT MORE DEMOCRACY? M. L. Story 90

SALVAGE THOSE OLD MAPS AND CHARTS Robert MacCurdy 91

WILL T. V. SOLVE EVERYTHING?
George W. Feinstein 93

SOLDIERS AND TEACHERS TOO
Charles A. Bucher 94

GRAMMAR BY SPEECH
Louis Foley 95

COOPERATIVE PLANNING PAYS DIVIDENDS
Florence Brown 98

CURRICULUM DEVELOPMENT IN ILLINOIS
Woodson Fishback and John D. Mees 100

BANK STREET SHOWS TEACHERS HOW Mary K. Harvey 104

HELPING THE VISUALLY HANDICAPPED Irene Marquis 106

THE CERTAINTY OF UNCERTAINTY 107

TREATING OF THIS AND THAT
Margery W. Steer 110

THE NEWS DIGEST 111

As we go to press . . .

We feel a little like a boy who decides to break his habit of tardiness by staying out of school altogether for a month. For this issue, as you see, is designated "March-April." Our purpose in thus combining two issues is to enable the Journal to catch up with the calendar. There may have been some excuse for the lateness of our Anniversary Number — a number which, by the way, has brought us much appreciative mail. But we are determined to return to schedule, even if some gremlins have to be led away in chains, howling with disappointment. We cannot be sure we have the answer yet. But it's coming. Our present academic year has been one of reorganization, and hence of many problems. But those of you who have expressed yourselves to us in letters are agreed that the Journal is steadily improving in all around interest and helpfulness.

You will note the presence in this issue of two articles having to do with curriculum revision in Illinois. One is by two authors who view the project from above, as it were, though also from the inside, as participants. The other article, Cooperative Planning Pays Dividends, gives the viewpoint of the grade school teacher. We like to present the same thing from more than one angle. We do not say "from both sides," for that suggests that there are only two, and usually there are at least several. Formal debates are so two-sided.

Since accepting the article, Bank Street Shows Teachers How, we have learned that Bank Street College of Education has received a $10,000 grant from the U. S. Public Health Service — that's right — to finance research on what makes a good teacher. That's well worth finding out. And Bank Street should be able to do the job better than almost anybody.

Your Textbook Reporter

English Is Our Language

Teaching English is a highly complicated business. It calls for system. Shall we divide it into departments, such as reading, grammar, composition, writing? Or shall we find the natural interests of children from year to year and use these interests as centers around which to build the needed techniques and principles? The second plan is the one followed in **English Is Our Language**, books 7 and 8 of which are now in print.

A typical chapter introduces a situation, perhaps a visit to the library, putting out the school paper, or giving a talk. The particular situation is then made to yield its lessons of observation, reflection, expression, even of courtesy. All this may well add up to a good working knowledge of English and a sufficiency of rules, derived inductively, to afford competency.

In addition to the regular texts, there are study books and teachers' guides. Frequent reviews and tests are provided.

The authors appear to know where the children live and what words to use in reaching them.

ENGLISH IS OUR LANGUAGE, 7 and 8. Rice, Leafgreen and Bishop. D. C. Heath and Company, Boston.

The Six Robbens

A family in search of a home finds the answer in a one-room schoolhouse. How Father, Nate and little Jim convert this structure into a dwelling while Mother and two other children are visiting in another town, is the main theme of this special reader for grades three to six. **The Six Robbens** has third-grade word range but should attract preadolescents of varying ages. Nate, who is Father's principal helper with tools and paintbrush, is a lad of 10 or so. There is a thread of mystery to be unraveled, a surprise for Mother, who does not know about the house, and a touch of heroism in Nate's decision to stay and help with the final painting when he has a chance to take a trip with neighbors but has to consider his father's injured arm. The story holds together well and will be worth the time spent in reading it both for the practice and for the broadening experiences it provides.

THE SIX ROBBENS. Marion Barrett Obermeyer. Scott, Foresman and Company, Chicago.

Readiness for Beginners

Children tumble into first grade to begin their formal schooling. But wait! Are they really ready? Children vary widely in health, experience, social attitudes. The modern way as described in **Readiness for School Beginners** is to study the children as individuals, to provide activities that are both developing and revealing and to postpone the actual study of tool subjects until later in the year.

This book seems practical. It does not put blame on home or kindergarten. It goes to work on the child wherever he happens to be and makes concrete suggestions. It represents many years' effort on the part of the author to understand young children and prepare them for the first steps in systematic schooling.

READINESS FOR SCHOOL BEGINNERS. Gertrude Hildreth. World Book Company Yonkers, New York. $3.60.

Teaching Children Music

You elementary teachers, do you just love to conduct the music period?If you have it to do, you may as well learn what it is good for and how to make it go with spirit. Such a book as **Teaching Children Music in the Elementary School** might help. The aim of the book is to assist the teacher of other subjects, not the music supervisor, though he gets one chapter to himself.

The author tells us that it is impossible to teach music appreciation. One may teach for appreciation, however, and that's a thought. The place of rhythm, the teaching of music, the aims of musical instruction, the art of selecting music, the encouragement of creative work, finally the value of music in adjusting the pupil to life in general—all these problems are amply treated.

TEACHING CHILDREN MUSIC IN ELEMENTARY SCHOOLS. Louise Myers. Prentice Hall, Inc., New York. $3.75

Family Meals

Good management and good eating should be found in homes where the young cook got her introduction to foods through **Family Meals and Hospitality**. This text provides a primer on nuitrition, hints on buying, meal planning and working efficiency and a series of basic recipes to be mastered before a broader repertoire can be attempted.

A reviewer whose own cooking classes were devoted to spilling cocoa and burning elaborate caramel puddings looks with approval on a book that puts the novice through the process of making a good green salad step by step. Meals for guests, children and invalids, as well as budget and time-saving dishes are included.

FAMILY MEALS AND HOSPITALITY. Lewis, Peckham and Hovey. The Macmillan Company, New York. $3.40.

Mathematics First Course

First year algebra in many high schools is losing out to a fusion of algebra, informal geometry, elementary trigonometry and applied arithmetic, not to mention a touch of analytics. **Mathematics First Course** has been designed for such a program. The book undertakes to provide motivation by continually showing the need for mathematics in everyday situations. Theory and practice are offered in reasonably balanced amounts. There are over five thousand problems, grouped according to difficulty. Ample mastery tests are contained in the appendix. The text is evidently intended for students of average or better mathematical ability. MATHEMATICS, A FIRST COURSE. Rosskopf and others. McGraw-Hill Book Company, New York. $2.60

Introduction to Guidance

This **Introduction to Guidance** is as much for the layman as for the teacher. It sets forth the aims, underlying principles and methods of this comparatively new specialty in education. While the teacher or student preparing to teach will learn from its pages what guidance is all about, the book does not encourage

its readers to think themselves equipped for first aid in this field.

Begining with a brief history of the guidance movement, the author examines the need for guidance and shows how it may serve either children or adults at many critical times in their lives when they must adjust to some new problem or situation. Both individual and group guidance are taken up as related to humans of different ages, stages, abilities, aptitudes and attitudes. Designed as it is to meet a popular demand for information, the book is clear and straightforward in style. Teachers should find it good going.

INTRODUCTION TO GUIDANCE. Lester and Alice Crow. American Book Company, New York. $4.00

Masked Prowler

The adventures of Procyn, the baby racoon, in the Michigan forests as he learns about minks, crows, hounds and sugaring off may interest young nature lovers.

Author John George is a zoologist and ranger naturalist. The appealing and effective black and white illustrations that accompany the text were done by co-author Jean George.

Masked Prowler seems like a good book to recommend to the sixth grader who pictures himself as a future game warden or wild-life expert.

MASKED PROWLER. John and Jean George. E. P. Dutton and Company, New York. $2.50

Nature Dictionary

Which snake is deadliest? Is a peanut a nut? Would pharoah's hen make a suitable pet? Which is the homeliest animal?

These and hundreds of other questions are answered in the illustrated **Nature Dictionary** recently designed for children by John H. Melady. Interesting facts about birds, animals, fish, insects, flowers, trees and butterflies of the world are presented under alphabetical headings, so that one may browse through yak, yellowbird, yew and yucca.

Placed on the science table, this book should receive a great deal of use.

NATURE DICTIONARY. John H. Melady. World Publishing Co., West 110th Street, Cleveland, Ohio. $2.00

Also Received:

Letters of Robert G. Ingersoll. Collected and edited by Eva Ingersoll Wakefield. Philosophical Library, New York. $7.50. A collection of letters revealing the many-sided personality of Ingersoll as humanist, orator, stateman, soldier, literary and art critic, bon vivant, family man and devoted friend, as well as the militant agnostic commonly pictured.

Methods and Materials for Teaching General Physical Science. Richardson and Cahoon. McGraw Hill Book Company, New York. $4.50.

Philosophies of F. R. Tennant and John Dewey. J. Oliver Boswell, Jr. Philosophical Library, New York. $6.00. A critical analysis of Tennant's and Dewey's contrasting empirical philosophies, with an attempt to clear the ground for a realistic, theistic philosophy as envisioned by the author.

Pleasure Reading Series. Dolch and others. Garrard Press, Champaign, Illinois. Bible Stories, Famous Stories and Fairy Stories in simple form.

Problems in American Democracy. Patterson and others. Macmillan Company, New York. This second revision brings a popular text up-to-date.

Prodigal Century. Henry Pratt Fairchild. Philosophical Library, New York. $3.75. A leftist critique and analysis of the 19th century's uses and misuses of human and material resources, with proposals for abandonment of 19th-century philosophies and use of "rational determination" to achieve goals of abundance.

Self-Understanding—A First Step Toward Understanding Your Children. Dr. William C. Menninger. Science Research Associates. $.40. Psychiatrist Menninger discusses behavior patterns and attitudes of parents and teachers and how these affect children's development.

Versus: Reflections of a Sociologist. Henry Pratt Fairchild. Philosophical Library. $3.75. Collection of some of the more significant published essays of this controversy-arousing sociologist. Occasion for the collection was his retirement from teaching duties with the Graduate School of New York University.

Books for Your Classes

Mathematics: A First Course

Rosskopf, Aten, and Reeve. A new basal textbook for the first course in high school. Special emphasis on everyday application. TF

American Government Today

Fincher, Ferguson, and McHenry. A new textbook for the senior high school course in government. Concrete examples and analogies.

Economics for Our Times

Smith. Second Edition presenting current economic developments. More teachable than ever. New and revised illustrations and charts. *

Psychology for Living

Sorenson and Malm. Applies the basic principles of psychology to high school students' needs and problems. * TF

Manners Made Easy

Beery. Social usage and conduct for modern teen-agers at home, at school, in public, and at social affairs.* New Etiquette Text-Films.

How You Look and Dress

Carson. Deals with all important phases of the first course in clothing. Specific material on selection and buying of clothes. * TF

* Correlated Visual Aids List

TF Text-Films in preparation.

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THE T. V. GOLD RUSH

As a nation we are commencing to realize how wasteful we have been of our natural resources. At long last we are trying here and there to check this prodigality. Military operations render this impossible with respect to certain raw materials. But we are aware of past mistakes and are trying not to make more of them.

Now one of the greatest natural reservoirs of potential treasure has recently been discovered and opened up for exploitation. This new thing is television. Itself a device rather than a buried treasure, the raw material it exhausts is time. We may allow all we please for the fact that television is a novelty, and that our people go in for novelties in a big way at first, but are likely to tire of them. They have never dropped radio, which is exclusively for those who listen. And TV addresses not only the ears but also the eyes. Eventually TV will reach nearly as large an audience as radio without the picture screen was able to reach. The majority of human beings prefer looking to listening.

The opening of TV has been the signal for a gold rush beside which the rush to California a century ago was as nothing. Corporations that had profited from advertising on radio had been quick to sense the greater possibilities of TV for adding to their sales. No one can rightly blame the corporations. They are as essential to TV as they have been to radio. The only ways of sponsoring wireless programs are three: government operation and support, private philanthropy and advertising.

In the early stages of a gold rush, there is not much law and order. Conditions are somewhat raw. It is the same with television. Since its forerunner, radio, has grown more civilized in spots, sometimes even educational or cultural, so commercially sponsored TV may develop better taste and become, to a certain extent, educational. One must remember, however, that advertisers demand large audiences. As long as advertisers foot the bills, they will put entertainment before education. And programs will reflect what is supposed to be the popular taste, not cultivate it.

But what about free time? Radio has had some periods to spare for more or less educational purposes, including public discussions, politics, science, literature, religion. The rush for TV gold has filled the roads.

All the more, then, is it imperative that the few TV channels not yet allotted be held for educational purposes. Here the public schools, the universities and other agencies dedicated to public enlightenment must be given a chance to take over. In doing so they will face a challenge. They must master the art of making their offerings acceptable and attractive. If too many people exercise the right of turning off their programs, the whole experiment will fail.

At present, the greater part of TV is squandering the nation's time to the watering down of the general intelligence and taste. The most revolutionary means of communication the mind of man has yet developed is employed to weaken and impoverish the minds of the general public.

EXTENDING THE GI BILL

Congress is expected to do something about renewing the GI Bill of Rights. The present bill — actually not a bill but a law or act — expires with the enrolment of the last veteran on July 25th of the current year.

Despite certain rackets, the act has benefitted the GI's, the schools and the nation. The ten million veterans who availed themselves of the subsidy represent a huge reservoir of alerted and better equipped man power. The whole enterprise has been one of the most far-sighted, most constructive things the government ever undertook.

Stripped of its possibilities of misuse, the program deserves to be resumed and continued.

Objectors say the costs will be staggering. They point to the probability that every youth in the nation will be eligible, since military service and training are to be made universal rather than selective.

One answer to this would be to make eligibility for entry into the schools more selective than heretofore. But how? Many a GI who succeeded admirably in his studies would have failed to pass almost any test that could have been devised. Greater maturity and earnestness transformed many a man who had been a high school loafer into a diligent seeker of knowledge.

What Congress will come up with, after all the viewpoints have been submitted, is anybody's guess. Will all the youth of America be granted scholarships at Uncle Sam's expense — scholarships that will provide support for wives and children also?

Or will the expense be kept down automatically by those eligibles who decline the education they are offered?

The question of how many and how much is a large one. But the good work must go on.

VALUES

While a good philosophy of life is admittedly important, most people are unable to formulate such a statement for themselves. If they find a ready-made philosophy that suits them, they still don't bother to let it influence all their acts and thoughts as one's philosophy is supposed to do.

Everyone, on the other hand, has a scale of values, often unexpressed and unrealized, which nevertheless affects his behavior on all occasions. It is easier to set down the things one values in life and then perhaps to arrange those items in order, than to subscribe to a carefully developed declaration of what one thinks about life and the way it should be lived.

Science, we are told, suspends its value judgments. It seeks only truth, facts, the laws of nature, regardless of whether these things are good or bad. But science puts a value on truth. And a large part of science is dedicated to the belief that mankind's comfort and survival are of utmost value. Scientists themselves are human and they have their individual estimates of value, sometimes a trifle warped by time spent in laboratories, yet potent in shaping their lives and their philosophies if they get that far.

Try making up your personal scale of values. It will afford good exercise.

EDUCATION IS IN DANGER

Citizen groups in various localities have begun those criticisms of educational spending, policies and methods that always arise when sharply increased taxes for whatever purposes must be faced. At such times the schools are a convenient target. Reports reaching the American Association of School Administrators indicate that the attacks are widespread and many of them are encouraged and fomented by national organizations of a subversive nature.

Since the public by and large is organizing for civil defense, educators and friends of education might well do a little looking ahead, a little defending either in advance of probable attacks upon the schools or to counter attacks already going on. Any community large enough to have its own system of public education should be large enough to organize a citizens' council on education. This should be as fully representative of different groups as possible. These will include government, press and radio people, service clubs, the PTA, taxpayers association, religious groups—indeed all the most influential individuals and agencies in town, not omitting the schools themselves. Such councils already exist in many places. Their existence should be universal—not merely on paper but as active, functioning bodies. They should study the schools and all other factors in the social situation that affect the mental, physical and moral growth of children and adults. Armed with local councils of the right sort, the schools need have no fears of non-support. Desirable changes may sometimes be recommended, but the recommendations will be friendly, based on understanding.

JANITORITIS

Only the name, not the thing itself, is new. The commission appointed by former Governor Chester Bowles to study educational conditions in Connecticut has issued a lengthy report in which it mentions, among other complaints, the prevalence of "janitoritis." School administrators are afflicted with the disease. They are so occupied with ordering chalk and soap and brooms, and with having roofs repaired, that they lack time for other matters, such as — you might say — administering. Maybe the fact that the malady now possesses a name will bring it into the open and help to get rid of it. The obvious remedy is to give the janitors more responsibility. Give the janitors the things that belong to the janitors. Then do the same with the administrators.

Then go after the disease that hinders teachers from teaching. Its name: "clerkitis."

IS HOMEWORK OUT?

The public school authorities of Pittsburgh have just made a survey to discover what pupils, parents and teachers think about home study. Hundreds of questionnaires were used. Surprisingly enough, three-fourth of the pupils were in favor of home study. So were 85 percent of the parents—all happening to be members of the PTA. As for teachers, 90 percent believed in it.

Getting down to fine points, however, there was much doubt as to its desirability or necessity in the elementary grades. While most teachers give out assignments in those grades they do it only because it is expected of them. In junior and senior high schools, home work was thought desirable and indeed inevitable if the prescribed subjects are to be covered. Opinion was divided over the matter of weekend assignments. Most pupils, many parents and some teachers were opposed. Even those high school teachers who think the ground cannot be covered without homework over the weekends, must realize that the amount actually performed is disappointingly small and confined to a fraction of the class.

The amazing fact is that home study is still favored by so many of those concerned. Some of it must still be going on in Pittsburgh and our guess is that Pittsburgh does not stand alone.

A YANKEE IN MANILA

IRENE WAKEHAM

In a great many places around the world today simply being an American is an advantage. A freshman English classroom in the Philippines is not one of these places. Being an American teacher of English in Manila simply means a lot of headaches and a bewildering sense of frustration — unless you have either a profound sense of mission or a fancy sense of humor.

Not that you meet hostility or anything less than a cordial welcome. Most of the students really would like to be able to speak and write good English, American rather than Filipino English, provided, of course, it took no drastic effort.

But to begin with, they can't understand a lot of what you say. Probably not one of your students ever had anything but Filipino teachers in his elementary and secondary work, and few of those teachers were American-trained. Though most of the textbooks are printed in the States, the spoken language and the written language have suffered a sea change into something new and strange.

Realizing this, the first few weeks you talk very slowly and simply, repeating your assignments, asking again and again if everything is clear. By the end of the first month a good half of the class, those who have listened with painful attentiveness, are able to follow you rather well. The rest, who have simply depended on asking their friends after class what you said, go through much of the year not knowing what goes on in class.

The first year or two you will have just about as much difficulty in understanding them as they do you. If you know Spanish pronunciation you may catch on quicker. Most speech errors happen because the Filipino gives English words a Spanish pronunciation, even though he knows little if any Spanish, and has had all his education from the first grade up in the English language.

But you decide to let the corrective speech teacher worry about his pronunciation, and you concentrate on his written usage. Even there, his pronunciation gets him in trouble. He writes, "My uncle decided to peach his tent there," simply because he has no idea of the short sound of *i*. Lacking any *ch* sound in his native dialect, he is likely to pronounce *its* and *eats* and *itch* and *each* all alike, so he fails to distinguish them in writing. And almost always he hopelessly confuses *this* and *these*, since what he always says is "theess." Filipino teachers are not too greatly concerned about differences between singular and plural modifiers; being an American, you think it matters.

After reading your first few hundred themes, you begin to wonder who invented English tenses. If you have been studying a Filipino dialect on the side, you realize that the present tense can really carry a lot of meaning. You understand why your students write, "Last year I am attending Rizal Institute," or "She wondered what she is going to do." You get a few more gray hairs figuring out why we say "I hope he will," or "I wish he would," instead of the Filipino student's favorite mode—"I hope he would," and "I wish he will."

Only a few of your college freshmen have any idea of the difference between *have* and *has*. They usually use *have* for both singular and plural, and if you mark it wrong, they promptly replace it with *had*. And after a few months you realize with surprise and consternation that nobody ever taught them to put *s* on the end of their singular third person verbs in the present tense. You hotly deny that it is any part of college English teaching to drill students on "he says, she studies, Juan works, Maria understands," and fifty or a hundred more everyday combinations. But you determine that whether they sound literary or not by the end of the year, at least they won't sound illiterate. So you go to work. And presently you find your students writing, "He must studies his lessons every night," or "Maria should finishes her work on time."

But your *s* troubles just begin with verbs. By the time a youngster gets to college, he has a background of years of practice in saying *furnitures, beddings, silverwares, luggages, rubbishes, junks, informations, garbages, kins*, and the like. He is used to seeing signs on the bus like "Don't put baggages on the seats," or in store windows, "Nylons—fifty-one gauges," or even inversely, "Sale—P7.50 a pant." He reads in the newspapers that "fifty

heads of carabaos were stolen by the rustlers." So you lie awake nights trying to make up "rules" to cover points you previously always took for granted.

Only after you realize that in his native dialect singular and plural are seldom distinguished do you begin to sympathize. You recall your troubles learning French or German or Spanish, trying to remember to make everything agree in number and gender, and how pointless it all seemed. Actually, there is nothing confusing about the Filipino tendency to say, "The wall of the house is brown because of the dust on them," or "Several of the student were present." In his dialect speech patterns, the number of the antecedent is immaterial, just as in English the gender usually makes no difference.

In your Filipino student's native dialect, the gender even of pronouns is rarely distinguished. There are two separate words for father and mother, but only one for husband or wife, like the English word spouse. The same word serves for brother and sister, like the word sibling, with an extra phrase added when you have to distinguish sex. The college student, however, does know that there is a difference between *he* and *she* in English; he is quick to laugh at a classmate who gets them mixed up.

The Filipino dialects are rich in prefixes and suffixes, and the combinations are almost unlimited. So you find your students coining luscious new English words — delayance, bemoanable, upliftment, disbandment, discourageous. Your student writes "Our college is superiorly different from other schools," and you have to admit there's no shorter way of saying it.

Most of the time, however, the Filipino loves to multiply words. A common expression is "must have to;" "Juan must have to go home." "Can be able" is another favorite; "I think she can be able to finish soon." You have a hard time convincing your student that two words are better than ten, if two really convey the idea. He thinks using ten is what makes him a learned man. Possibly that concept isn't wholly oriental.

One rule you find yourself making up rather early in the year is that *though* cannot be followed by *how*. Not one of your class will be able, at first, to pick out the error in sentences like "Though how tired we were, we still went on," or "Though how short life may be, it is still interesting." You also get up like a dictator—since your American text doesn't give you any support—and pronounce ex cathedra that *may* cannot be followed by *Thou* in prayer. You don't let your students say, "May Thou bless us today," or "May Thou be with us in our meeting."

Of course like any English teacher you keep a good dictionary handy, but when correcting student papers you find yourself checking to see whether the words used exist or not—words the students themselves dug out of some thesaurus, like *adjuvant*, *transilient*, or *canescent*.

Even though he has read reasonably correct English books all his reading life, your college freshman writes *infront*, *inspite*, *inorder*, and *incharge*, and insists he has always seen them that way in print. Just as your American freshman insists he has always seen *alright* in books. *Incharge*, by the way, is commonly used as a noun: "Are you the incharge today?"

You may not feel that it is any part of your mission in life to teach the college student when to say no and when to say yes in the major crises of his life, but you do think somebody ought to tell him which word to use so that an American will understand what he means. You ask a student, "Didn't you bring your book to class?" and he says "Yes, Ma'am." Like most Americans, you don't at first realize that what he really means is "Yes, I didn't bring my book to class." If you want him to say "No," you'll have to make your question positive, "Did you bring your book?" He thinks it is silly to give the same answer to a negative as to a positive question. So you go into a huddle and come up with the rule that one answers in harmony with the fact, regardless of how the question is worded. He doesn't in his dialect, and he won't, even in English, with other Filipinos, but at least you have introduced him to accepted English and American usage.

Delightful malapropisms are not unknown among American college freshmen; but at the end of a sweltering day in Manila you are likely to breathe a fervent Amen when you read in a student theme recommending better classroom lighting: "I believe the elimination of the student body should be given careful attention."

SCHOOLS 'ROUND THE GLOBE

Lasaka, a town in Northern Rhodesia, offers daily English and African language broadcasts on educational topics to a population 85% illiterate. The idea is expected to spread.

* * * * *

Believe it or not, Japan now boasts 30,000 local PTA units. Mrs. John Hayes, National Congress of Parents and Teachers president, who spent a month advising Japanese PTA leaders, feels the groups can do a lot to spread democratic ideas.

DO TEACHERS WANT MORE DEMOCRACY?

M. L. STORY
Winthrop College
Rock Hill, South Carolina

Are classroom teachers clamoring for greater democracy in school administration? Many of us who have been vociferous in the past in urging democratic practices in administration have taken it easily for granted that we were championing the downtrodden teacher. We have spoken boldly, confident that the great body of practicing educators were aware of at least some autocratic abuses in our traditional administrative procedures. Thus for many of us it is in the nature of a revelation to see evidence that the majority of teachers are not disturbed about any serious lack of democracy in present-day administrative practices.

What A Survey Shows

This surprising attitude seems to be rather strongly evidenced by some of the results of a recent study made by this writer. The study in question was an attempt to ascertain existing opinions about democracy in school administration. Among various questions which the respondents answered was the following query: "How democratic is your school system in its over-all administration?" The 920 participating teachers, who represented both elementary and secondary levels in 81 city systems throughout the country, responded as follows:

Conforms fully to my idea of a democratic administration	14.1%
Conforms in most important respects	56.7
Conforms in only a very limited way	23.9
Does not conform in any way	1.6
I am undecided or have insufficient knowledge for rating	2.2

In an interpretation of these answers, if the choice "conforms fully" or "conforms in most important respects" may be considered as expressing a reasonable degree of satisfaction with current administrative practices, then more than 70% of the teachers apparently see no significant lack of democracy in the administration of their school systems. The implication is somewhat startling.

Defining Democracy

It should be noted that the respondents in the study were asked to use *their own* definitions of democracy in formulating their judgments. It is true that we could dismiss the evidence by concluding that teachers are confused and that they have inexact conceptions of democratic administration; however, as a second alternative, we can only concede that modern school systems are actually being administered far more democratically than has been popularly supposed.

We lean toward the latter viewpoint. If we accuse teachers of being ignorant of the meaning of democracy, we are rather foolishly challenging the fundamental subjectivity of the whole idea. The concept of democracy is, first and always, a subjective phenomenon. Because of its connotative flexibility it can mean, in a practical sense, only what we believe it to mean. We define it ourselves day by day; for all practical purposes, its valid meaning lies inevitably in our current mass conception of it. The realization of this fact is truly important, for we have only to remind ourselves that the Russians use the word *democracy* very freely and in an extremely different sense, namely, to describe *their* way of life.

The People Decide

No doubt some will still protest at the contention that teachers are right in their evaluations of their school systems. Many will be impelled to point out that we are not truly democratic in schools because of this or that weakness, but it must be remembered that these self-appointed (and certainly well-meaning) authorities are simply trying to impose *their individual opinions*, however unbiased and well-grounded these opinions may be. In the last analysis, no one can speak with any real authority about American democracy except the American people *in toto*. In this realm as perhaps in no other, the appeal to the learned expert is utterly anomalous.

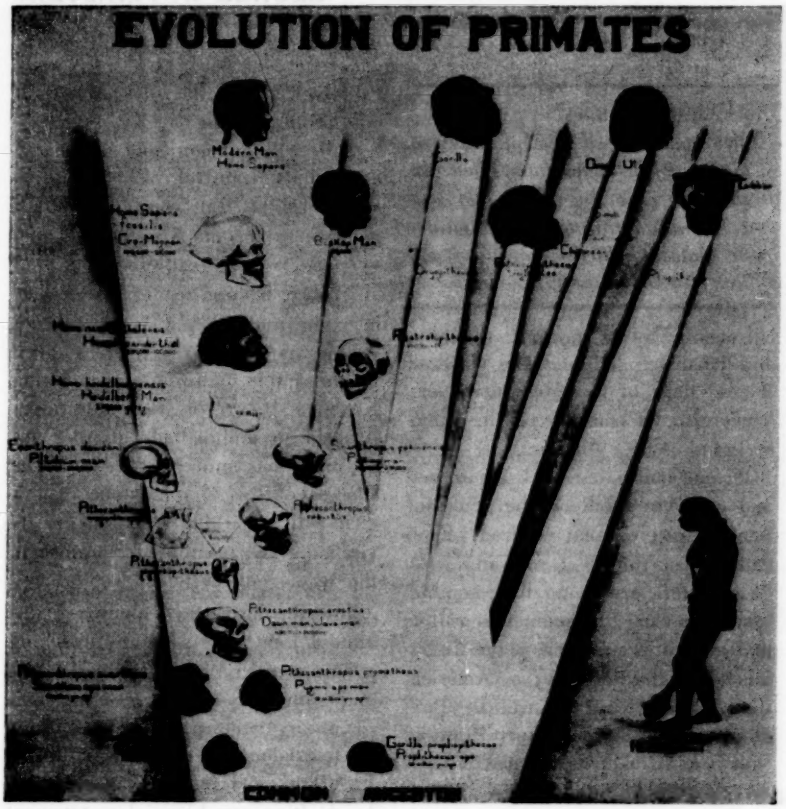
We must stop looking for some final objective revelation of the meaning of democracy. We will inevitably make democracy what we want it to be.

The teachers whose opinions were summarized above were not asked to define democracy or to accept a preconceived definition, but to look directly at their school systems and judge whether these could be called *democratic*.

In consequence, we can only face the pragmatic truth. For teachers, at least, our schools are being administered with a satisfactory degree of democracy. Maybe we *do* have democracy in school administration.

Salvage Those Old Maps and Charts

ROBERT MACCURDY
Senior High Schools
Watertown, Massachusetts



Here is one sample of the chart work done by Mr. MacCurdy's students.

Are the storage cabinets in your schools jammed with out-dated maps and charts? Do you sigh when you come across these once costly teaching aids and then forget about them?

The author has discovered that these "useless" wall charts can be most valuable. He repairs them, often by salvaging parts so that from several wrecks one good working chart is obtained. Now the chart is ready to be converted.

This is possible because of the simple fact that a wall chart or map (particularly the cased "pull-down" type) has two sides. Almost always the reverse side is clean and unmarked.

The uses that can be made of this clean surface are almost limitless. We teachers constantly make diagrams, drawings, tables and lists on blackboards. If these visual helps can be made in permanent form, we can afford to spend more time preparing them for maximum effectiveness.

If the teacher has a touch of Raphael in his makeup, here is a broad canvas to attack with charcoal, chalk, tempera, water colors, or even oil paints. Diagrams, silhouettes, cartoons, sketches and timely graphs are all possibilities.

But let's not be selfish. Pupils can get in on this too. The author has found that many students value the opportunity to do creative work on a large scale. The challenge to their best efforts has a strong appeal. Here is a lasting contribution students can make to the school, so that next year and the year after that other classes will remember Tom Smith and Martha Murphy. (Allowing students to do chart work for an optional project for extra credit helps too.)

Since the author started his salvage work, the supply of old wall charts in his town has been almost exhausted, but the demand for chart work continues and grows.

Idea for Books

"Dog-earing" of books borrowed from the Hoover High School Library, San Diego, California, has been practically eliminated. Librarian Grace Reely gives the credit to colorful book marks made by the school's printing classes.

J. Wells Hershey, who directs the classes, originated the idea. He uses scraps of bristol board and colored papers which would otherwise be disposed of as trash.

Special days and events are highlighted by new and different bookmarks. Christmas, Brotherhood Week, Pan American Day or days of local importance can be stressed in this way.

Miss Reely reports that a good supply of the bookmarks are placed on the desk. As each student checks out books, he automatically takes one. She credits the project with improving pupils' attitudes as well as the appearance of the books.

WILL T. V. SOLVE EVERYTHING?

GEORGE W. FEINSTEIN

Perhaps you noticed the following classified advertisement in a recent issue of the Los Angeles *Daily Regurgitation*:

FOR SALE: Klunk Konsole television set, superb condition, 149¼ sq. in. screen, anti-glare, anti-blur, anti-knock. Highly recommended for educational purposes. Will sell extremely cheap. SY-2-4438.

It was with considerable reluctance that I inserted the foregoing ad, since I am a confirmed believer in the educational possibilities of television. Nevertheless, my wife Edith, acting, as she insists, in the interests of our two daughters, Elsie, 7 and Susan, 3, has made it sufficiently clear to me that either our Klunk television set must go or she (Edith) will go. Lest my compliance to her in this matter be misconstrued, let me assure the reader that I have always been the executive and titular head of our household. My wife is simply the legislative head. I am the king of the home; she is the prime minister. But explain it any way you wish, our Klunk Konsole must go.

The whole situation began when I attended an educational association conclave several months ago. There an enthusiastic little professor named Dr. Ira Humbottle discussed television. "Education is truly at the crossroads," he told us, knowingly. (Incidentally, education is always at the crossroads, I have discovered; for thirty years I've attended conventions, and annually education has been at the crossroads. Stuck there, I think.) "Television will revolutionize education," continued Humbottle. "Television will make learning dramatic and painless. Elementary and college students alike will henceforth learn history, grammar, and good citizenship by a modern, thrilling, and effective medium. The Covered Wagon days of pedagogy are over; henceforth we teach as on the wings of light."

Dr. Feinstein writes:

"All names used, except those of my family, are imaginary. Beneath the general levity, you should find a real intimation of the educational power which television will exert in the future."

I came home that week all excited and eager to teach on the wings of light. A pox on that covered wagon stuff. "Just think," I told my wife. "Youngsters are going to learn history by means of documentary films and authentic chronicle plays. Imagine it! — the discovery of America, the signing of Magna Carta, the Boxer Rebellion, the Franco-Prussian War — all will be etched vividly on the child mind by television." Here I paused, vaguely uncertain as to whether I had mentioned the events in chronological order. "Then take grammar. Think how precept and good example will unconsciously mold the speech habits of children. At last, in television, we have a truly functional approach to better English."

Edith still looked dubious, so I plunged on: "Finally, consider good citizenship, how effectively it will be taught by television. The very children who gag at dry moral precepts, the very children who hate to be told to do this and not do that, will see well-planned educational serial programs that teach right and wrong in a multiplicity of subtle ways. And the children will naturally wish to emulate their well-behaved heroes, and . . . well, anyhow, that's what Professor Humbottle says. What do you think, darling?"

"Life will be beautifully simple . . . and simply beautiful . . . *some* day," sighed Edith. "But surely you don't propose to try out Humbottle's theory now, on our own kiddies?"

"You're a mind-reader," I answered admiringly. "And just to get a rolling start I already made a down payment this morning on a Klunk Konsole. It arrives this afternoon. And the streamlined education of our offspring gets under way tonight. The success of this simple home experiment will some day result in my revitalizing the teaching techniques in the whole city system."

For the next three months I was almost too busy with my teaching program at El Vigoro Junior College and with school committee meetings to observe the enlightening effects of television on my own children. El Vigoro city teachers happened to be drafting our biennial restatement of the Aims of Education, and I could hardly spare time to meet my own classes, much less my own family. But, finally, last Wednesday a committee dinner meeting was called off at the last moment because the chairman had sufferend a nervous breakdown, and so I came home unexpectedly for the evening meal. Edith met me with fire in her eye.

"Take it out," she screamed. "Take out that infernal television machine before it completes the ruination of our children."

"O come," I comforted. "You shouldn't expect the kiddies to be college graduates after only three months of television. Give up this living, throbbing teaching technique? There must be a pleasanter alternative, sweetheart."

"I'll give you an alternative. You sell that living, throbbing Klunk right now, or I'll smash it into six million lifeless little bits."

"Now, let's be sensible," I answered. "Haven't the kiddies been learning history from juvenile programs?"

Suddenly my two daughters and three or four miscellaneous neighborhood hoodlums rushed in from the kitchen and headed toward the Klunk Konsole, knocking me down in the process and treading over my recumbent frame. "Gangway!" they shouted. "Hi-ho, Quicksilver! The Lone Cowpuncher rides again. Quick, get Channel VII. Bang! Bang! Shoot them rustlers!"

"See what I mean," stormed Edith. "There's their history education. The kiddies see history as a series of saloon brawls, cattle thefts, and gun fights. Every day they sit with tongues hanging out, watching the Bloody Gulch Saga, the Texas Desperadoes, and then Vengeance of the Masked Bandits."

"Why don't you stop them?"

"With what? I'm helpless to stop my own children — helpless against those bloodthirsty westerns. And so now our little girls firmly believe that America won its independence from the cattle rustlers and that Hopalong Cash-for-me is the father of our country."

"These slight misconceptions of the kiddies will be rectified in time," I assured her. "But certainly they have soaked up a great deal of grammar by this time."

"They have," flurried my wife, "and all of it bad." Here a little squabble ensued among the kiddies on the sofa as they reshuffled themselves, and I distinctly heard my golden-haired three-year-old say, "Shucks, him and me ain't done nothin' to ya'."

"Hear that? That's the fruit of those juvenile programs. Why don't you listen to their favorite puppet serial, 'Time for Benny.' It's typical. The alleged humor stems mainly from the preposterous grammar of the dialogues. An incredible sea serpent gets into incredible scrapes which invariably end with his fatuous comment: 'Some days it don't hardly pay to get outa bed.' "

"Some days it don't, Daddy," explained my older daughter, who happened to overhear us.

"There again, you see," continued my wife. "I counted eighty-seven grammatical felonies in just one fourteen-minute juvenile television drama yesterday."

"Surely not eighty-seven!"

"Well, maybe not. I might have missed a few."

"In any case," I added, "television is apparently contributing to a more flexible vocabulary . . . And surely you will admit that television can be a highly effective educational weapon for the teaching of social decorum."

"Decorum, my eye," objected my wife. She strode over to the sofa to disentangle a vociferous pile of twisting children. "Those wrestling and boxing films are making roughnecks out of our kiddies. They call themselves Killer Kennedy and Hammerlock Harry and the Australian Kangaroo-Boy . . ."

"I'm Snappin' Sam," snarled a little boy, darting at me from the the sofa and biting me severely on an index finger. I recognized him as the hitherto amiable son of my genteel neighbor, the Reverend James D. Smythe. "I'll tear off your laig and slap your face with it, you old bum."

At this I felt a mild irritation. "I'm not very old," I admonished him.

"Anyhow, dear, you are now beginning to get the idea," my wife interposed.

"But, sweetheart," I objected, "Dr. Humbottle assured us that television has a tremendous educational potential."

"He's right: Television does have a tremendous potential — for good and for bad. And my point is that at present the educational effects are vastly more bad than good. Commercial firms control the programs, and they just are not interested in educational standards."

"They aren't?"

"Don't be naive. For instance, children could easily be indoctrinated about good diet, but are they? Their television heroes urge them to eat Sweeney's Chewey Chocolate Bars and Kasper's Kut-Rate Ice Cream and Smarty-Pic Soda Pop in seven real artificial flavors."

"You mean that we teachers will have to plan the youth programs, and manage them, too, before television is going to teach what we want."

"Exactly, dear, and that requires funds, piles of funds. Also it means five or ten or fifty years of imaginative effort by school administrators."

"In that case, sweetheart, we had better sit tight here with our Klunk . . .," I began hopefully.

"You march right out and sell that television machine before I bash it to bits with my bare hands. Since you bought it I've lost all control over our children, and the household is demoralized."

"But, but Dr. Humbottle predicts that —"

"I have not time for Dr. Humbug's predictions. Ultimately, of course, he will be right. Television will be a priceless boon to education some day. But I am trying to cope with today's realities. Now, big boy, swing into action."

And that, gentle reader, explains my number one executive problem for today. Also it explains my recent ad in the Los Angeles *Daily Regurgitation*. If, by any chance, you are interested in purchasing a slightly used Klunk Konsole television set with great educational possibilities, I will keenly appreciate your getting in touch with me at once.

SOLDIERS AND TEACHERS TOO

CHARLES A. BUCHER
School of Education
New York University

Today there is agreement that both teachers and soldiers are essential to the preservation of a democracy during the present crisis. Furthermore, there is agreement that the increasing demand for manpower will cut down the supply of teachers. However, potential leaders are needed both in our schools and in our fighting forces, and if one area takes them all they are not available for the other.

When one analyzes the situation carefully, a question may be raised as to the validity of this reasoning. Is there not a middle road? Is it not possible to compromise somewhere along the line so that there may be a sufficient number of soldiers and also a sufficient number of teachers? The author would like to propose a plan which is far from ideal, but which makes possible a solution to the dilemma in which educators find themselves. The nation has arrived at the point where something must be done immediately, if qualified teachers are to be available in the years ahead.

Under the proposed plan, through a highly selective system, teacher education institutions would determine the students they would like to have in their institution. A request would then be initiated to have these potential teachers exempt from the draft. However, because of the shortage of available manpower and the possible need for such individuals in the armed forces, provisions would also be made for the military training of these students.

Such a program would work on a fifty-fifty basis. One-half of the college day could be devoted to the liberal cultural, broad professional, and specialized training needed for teachers, and the other half of the college day could be turned over to the military for drill, physical conditioning, and other training to which a soldier is subjected. The training period would be accelerated by utilizing a longer day and eliminating long vacation periods. Most colleges and universities have adequate facilities to provide for such a program. It would be necessary to have a clear and definite understanding that the military had no control over the teacher-preparatory work and that during the time the students were pursuing their teacher preparation, they would be in a civilian capacity.

Through such a program, well-trained teachers would be provided, and at the same time, if conditions warrant, these individuals would also be qualified to share their responsibility in the armed forces. As a result of such a program, the country would always be assured of a sufficient number of qualified teachers. According to some quarters, the present crisis might well resolve itself into a stale-mate. For many years the country might be in a highly mobilized state, but not actually fighting a war. If insufficient teachers were trained during such a long period, a crisis would develop in our schools. The proposed program would insure against such a condition.

Many educators will frown upon such a proposed venture. They will look down their noses at combining our military and educational training. They will maintain that the military aspects will permeate our whole educational philosophy and in turn this will be detrimental to the schools. Such individuals, it seems, should realize that they "cannot have their cake and eat it too." All educators would probably agree with them in normal times. However, these are not normal times. It is impossible to maintain the status quo. Is it not better to have teachers who have been very carefully selected on the basis of their maturity, interest in teaching, intelligence, scholarship, personality, and emotional stability and who have pursued both a teacher-preparatory course and military training, than to have a severe shortage of qualified teachers with consequent irreparable harm to society? In many ways the Reserve Officers Training Corps is an example of this proposed plan in action.

A plan whereby an adequate supply of teachers is continually being trained is needed to keep alive the American tradition; the tools of communication, through which one understands his fellow man; the ability to adapt to group living; and the mental, physical, emotional welfare of all which is essential to a strong nation. The proposed plan in this article will make such achievement possible through the abnormal times that are ahead.

GRAMMAR BY SPEECH

LOUIS FOLEY
Ecole Champlain
Ferrisburg, Vermont

An experiment performed last year at North Carolina State College, as reported in newspapers and educational periodicals, appears to suggest a new approach in teaching English.(1) According to the data obtained by this experiment, college students learned "more about grammar and diction" from a course in public speaking, "which ignored elementary grammar and diction, than from their first-quarter English course, which was designed to cover that field." On the basis of these findings, it was recommended that oral composition should "make up at least one-third of the daily schedule for freshman English."

Considered in the abstract, such statements may seem somewhat confusing in their use of terms. It is not easy to see how a course can teach something which it "ignores." One may wonder whether "grammar" meant the same thing in the class in public speaking that it meant in the regular class in Freshman English. "Diction" hardly means the same to a teacher of English as it does to a teacher of public speaking. To the former it represents the way words are put together to form patterns of thought; to the latter quite naturally it suggests rather the manner in which the words are spoken. In any case, the results of this study give us a starting-point for consideration of ways in which teaching "English" might profitably be modified.

Perhaps teachers of English composition have not as a rule been sufficiently conscious of certain basic facts which are quite understandable if one stops to think of them. One simple fact is that speaking is much easier, much more "natural", than writing. There is no difficulty in writing what we have already *said*—or could have said because we were quite ready to say it. The obvious way to practice and exercise oneself in composition is to talk with someone about the proposed subject. We shall not go very far or very deep in improvement of our writing, unless we improve the underlying foundation by cultivating better language-habits in our ordinary everyday speech.

In general, a person's style in writing is not likely to be essentially different from his offhand oral expression. To be sure, his writing may show more deliberate choice of words, but the manner of handling them—the grammar and sentence-structure—will be of about the same sort. Many people, in fact, write much less well than they speak, and it is easy enough to see why. Spontaneous and untrammeled in conversation, they immediately feel ill at ease when they take pen in hand and try to express themselves by the mechanical operation of writing, which superficially seems so very different. Forced to go more slowly than in talk, they lose continuity, they are distracted by details such as questions of spelling; they lose their view of the forest as a whole in looking at the trees or even individual leaves. Since they are accustomed to *speaking* without much thought in advance as to how they shall do it, they start to write in the same way, and somehow it doesn't work. If they would first try saying aloud what they have to convey, they would find it easier to write.

If, however, the recommended emphasis upon "public speaking" implies that instruction in English should be largely entrusted to teachers of "Speech," there may be some cause for uneasiness. While generalizations about people in any profession are always hazardous, it has not seemed characteristic of teachers of "Speech" to be very much interested in "grammar" or "diction" in the senses in which a conscientious teacher of English understands those terms. Naturally teachers of Speech have their attention concentrated upon other things. They are more interested in voice-quality and pronunciation than in the precise handling of thought-patterns which correct grammar really means. In training their students for public speaking, quite understandably they seek to prepare them to win the approval of popular audiences. For that purpose, to judge by prominent instances, good grammar is not required and may even be a handicap.

Not having, as a rule, the extensive preparation in the background of languages—the native tongue and others — which language-teachers commonly have, teachers of Speech do not seem usually to have very much perspective in linguistic matters. Their efforts being focused on special aspects, they are not particularly concerned about the real and fundamental principles which, from the English teacher's point of view, determine whether English is good. So it is not surprising that

(1) **New York Times**, April 9, 1950; **Journal of Education** (Boston), May 1950, p. 157.

they should be easily carried away by linguistic fads.

In the years following the first World War, a certain number of Briticisms had considerable vogue in this country. Apparently the teachers of Speech spared no pains to inculcate the pronunciation of a few words as they were supposed to be pronounced by "correct" speakers in the southern part of England. These few items selected were really *taught*. During that period you could easily pick out a student who had followed a course in Speech; his diction as a whole might conform to the common "gonnuh-gottuh" pattern, but he would be careful to say "circumstnces," "secretry," "secondry," and "progrm," instead of saying those words as any American naturally would say them—or as of course all Englishmen used to say them before they became corrupted in some dialects.

No doubt a person has a perfect right to cultivate a dialect other than his own natural one, but if so, he should take it over as a whole, not merely adopt a few random samples which can only appear absurdly incongruous in the language which he speaks otherwise. Certainly there are characteristics of British speech, in contrast to ours, that we should do well to imitate. As a simple example, consider the way the average Englishman will say rapidly, still actually pronouncing all the words, such a phrase as "What are you doing?" or "Where are you going?" whereas his American counterpart, if he attempts to speak nearly as quickly, will utter something like "Whutch doon?" or "Whey gohn?" Or our young people might well learn from our English friends to speak with more variety of intonation instead of so monotonously on the same level, as well as to avoid the violently staccato accentuation so typical of American youth.

These are things to which teachers of Speech might well devote their attention. So doing they could offer a real contribution, and they would have no need to make their pupils strive to utter a half-dozen selected words like a native of the Thames valley. In the matter of pronunciation of individual *words*, "Americanisms" often stand on better ground, logically and historically, than present-day British usage. The far more important difference—a difference frequently to our discredit—is in the manner of handling *sentences*.

In this country it has long been a commonplace among foreign-language teachers that they have to teach not only the grammar of the foreign language but English grammar as well, in order to make the former intelligible to their students. So far as this is true, the burden of instruction in English has been partly borne by teachers of foreign languages. These people, aside from the lessons for which they were supposed to be responsible, have made a considerable contribution to the teaching of our "own" language. Certainly this has required a good deal of extra effort on their part. From foreign-language teachers as a body, however, the teaching of English might accept a contribution of greater value and farther-reaching effect, yet one which would cost them nothing and might indeed do much to relieve this extra burden.

This contribution, which has only to be taken and applied, consists of the methods which have been worked out for giving students a practical mastery of a language hitherto unfamiliar to them. If these methods can be as effective as they have been shown to be in teaching a foreign tongue, it stands to reason that they would produce greater results, and in less time, in improving and extending a student's ability in the language that he already "knows."

To be sure, styles of thinking with regard to objectives in language-teaching have changed like other fashions. Through the years, emphasis has shifted back and forth between speaking and reading ability as desirable goals, in a sort of zigzag course. Meanwhile the Cleveland Plan, initiated more than thirty years ago by Emile B. de Sauze, has gone steadily along on its commonsense principle of "the multiple approach." Applied with very noteworthy success in the teaching of French, German, Spanish, Italian, and even Latin, this method is basically an intelligent refinement of the *natural* process by which a person progresses through the four ways of "knowing a language." These four aspects—understanding, speaking, reading, and writing—can interact and reenforce each other, but such action is by no means automatic.

We are referring here to something more comprehensive than merely the "direct method." While the idea is to start with the foundation of first hearing and understanding, and then to go on with reading and finally writing, instead of striving to attain some sort of "reading knowledge" as soon as possible, thorough tests have demonstrated that this method eventually prepares students to read better and more easily. Moreover, they are really *reading*, not deciphering or crudely translating. It avoids the gross fallacy of too much reading too soon, with the common consequence of habits of carelessness and guess-work, of "understanding" only well enough to *mis*understand. It takes the time to build solidly from the bottom up.

Language which rests upon no firmer basis than visual images in our minds of how words look on paper has simply not become a part of our personality as it must do if we are really to possess it as our own. Only as it concerns languages

in which a person readily *speaks* and *thinks*, is there truth in the old proverb that a man is as many men as the number of languages that he knows.

It would be interesting to see what might be accomplished in classes of English by persistent drill, day in and day out, in the clean-cut, well-modulated utterance of good model sentences. With a little ingenuity and liveliness on the part of the teacher, such exercise would not need to be at all the boresome performance which it might appear in the abstract. Starting anywhere, on any subject of immediate interest, sentences could be built up, varied in all sorts of ways, modified to express increasingly complicated ideas and situations, recast to represent different points of view. Sentence-structure and vocabulary would be developed simultaneously in the most effective manner. For the language we really *learn* is the language that we first hear and understand, and then *speak*.

This is the kind of approach that can lead a student to see "formal grammar" in a very different light from that in which that dreaded subject has too commonly appeared. Only after we have been close to things in their actual operation, and especially after we have used them ourselves, are we aroused to an interest in the theoretical explanation of how they "work." There is nothing sacred about the technical terminology of grammar, but it is part of the general vocabulary which any educated person needs to possess. As with any other kind of equipment, we need to know the names of the various parts of our linguistic apparatus in order to talk about them. There is very little difficulty, however, in learning the mere names—or even the technical definitions—of things that we have already seen functioning in our own conscious use of them.

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COOPERATIVE PLANNING PAYS DIVIDENDS

FLORENCE BROWN

The purpose of any in-service training plan is to improve the local school system. With this purpose in mind, the Ottawa, Ill. Grade School System began a study of co-operative planning in September 1948. The plan was suggested and worked out by the teachers with the able help of the superintendent.

What We Did

To outline it briefly: the staff in grade meetings enumerated the most persistent problems with which they were confronted. An evaluation committee of representatives from each grade group went over the problems to choose the knottiest. Their report to the faculty was that the headaches fell under the headings of (1) philosophy of education (2) curriculum, especially (3) reading. They suggested to the faculty that they first establish a few of the basic thoughts in education on which the majority agreed and then take up the study of the many problems related to reading.

This plan was accepted by the entire faculty who then voted to make the evaluation committee a steering committee for the new work to be done. The job was started by those most interested in tackling it, a group of over forty teachers. They met in primary, intermediate and upper grade groups to discuss their ideas of the perfect school and the type of citizen it should attempt to produce.

Utopia and Reading

In May, 1949, after the whole faculty had found common ground the Steering Committee wrote a rough draft of our philosophy of education. In September, after some study the faculty accepted it with the understanding that as time and work progressed it would need changing and rewriting.

In September, study of the reading problem began. The faculty was divided into approximately a dozen groups, each studying a different phase of reading. Some of these were materials for different levels of ability, reports to parents, an adequate testing program, techniques for handling the retarded, average and accelerated readers, and promotional standards.

Stones in the Path

In our year and a half of study, we have met all the obstacles the many writers in the field have mentioned. Ottawa is an average Midwest town with average citizens, children and teachers. And true to form, we found we had those teachers who were willing and anxious to try new methods, those who were willing to try if urged and helped and those who wanted no part of anything new.

Democratic procedure is slow and often we have become impatient and would have sacrificed it with the plea that time was flying but for the kindly advice and encouragement of our superintendent and the resource people we have consulted.

Has it been worth the effort? As a member of the Steering Committee and a study group, I have averaged about two hours of work per week in addition to my regular teaching. If I did not believe it to be worth while I could not afford to give so much time to it.

The Democratic Way

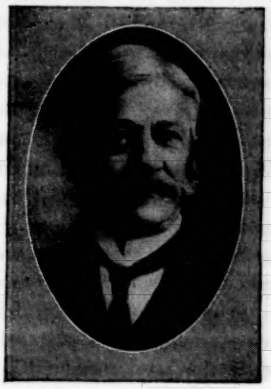
As the most important point I believe in it as an experience in democratic school administration. One of the most pressing needs of the youth of today is experience in democratic living. This they must get during their years in our school system. No teacher can guide a class and see that the experience the pleasures and obligations of a democratic society unless she herself is an active member of a democratic organization. I say "active member" because I want to stress not only the benefits but also the obligations one owes to a democratic society. These obligations can only be fulfilled through active participation in the work. It requires the help of all.

It's Your Problem Too

In the second place, when a problem has been solved through the combined efforts of many of the staff, it is better understood by them and has a better chance of succeeding when put into general practice. It may not be acceptable to all, but it will tend to make the objectors a minority and this minority a small one. We approached the points of discussion as problems to be solved through scientific and experimental techniques. All the faculty are acquainted with the problems chosen and each chose the one he was most interested in to work on. At intervals progress reports are given to the whole faculty. This keeps everyone in touch with what the small groups are doing. Criticism, questions and suggestions help create the feeling that each problem is solved by the whole faculty, not by one group alone.

We Get Along

A third basic good has come from our work. It has helped to establish a more friendly feeling. We are better acquainted. We have had several social gatherings, breakfasts, picnics, teas, where we enjoyed each other's company before tackling the job at



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hand. Since the Steering Committee is a group of about ten, their meetings have often been held in the homes of the members. It is surprising how much more quickly and pleasantly the work was accomplished there.

Why Those Errors?

Most of the mistakes we made—and we did make mistakes—grew out of our lack of experience in and understanding of democratic procedures. We found in our zeal to give each one a place in the organization and help develop leadership, our organization became too complex, too confusing.

The place of the administrators in this study had to be worked out. In a system where for thirty-five years one man had controlled, though kindly and efficiently, the decisions of a city system, this was no minor obstacle. The idea that all must share in the thinking and the decisions are to be ours has been slowly developing. And *gradually we are coming to realize that the complaint "we never decide anything" is a criticism of ourselves. No one is more responsible for seeing that some thing is done than is the next one.*

Early in our work we had two meetings on group dynamics. While we all felt the need of this work, some thought we were not ready for it and it interrupted our thinking and study. Whether or not the idea was superimposed, the decision to have the meetings was the decision of the entire groups and if a mistake, was our mistake. Perhaps we would profit more by having this work now when we feel our lack in the positions of leaders, recorders, observers and participants. Evidences of our inexperience in these lines has shown up in our work, naturally.

The Job Ahead

Is there work yet to be done? We have only scratched the surface. When one looks at what has been accomplished with reference to what is yet to be done, one is apt to be discouraged. For this reason, at the end of the first year, we summarized what we had done; we discussed where we had fallen short of our goals, the mistakes we had made; we talked these over with our resource people and asked for further advice. And then we planned for future action by organizing for studying the reading problem in a more simple organization. We hope to profit by our mistakes and make fewer this year.

Our work is to plan the best possible education for the children of Ottawa. Will we succeed? We invite you to come and see. The work will never be ended—but we will be working.

CURRICULUM DEVELOPMENT IN ILLINOIS

WOODSON W. FISHBACK
JOHN D. MEES

Illinois is one of the many states concerned about improving school curricula. To illustrate what action is being taken to better the curricular experiences of children in the state, this article will skip through our aims and purposes to a rather detailed account of one of our projects.

Most curriculum workers will find the problems we faced in Norris city only too familiar. We hope our methods of attack, although not necessarily unique, may prove suggestive to those who have not yet plunged into the task of bringing the curriculum up-to-date.

I. S. S. C. P.

On September 1, 1947, the Illinois Secondary School Curriculum Program was launched. Subsequently, the ISSCP affiliated with the National Life Adjustment Education Program. The same steering committee serves for both ISSCP and LAEP. State Superintendent of Public Instruction Vernon Nickell sponsors the program in cooperation with the U. S. Office of Education, our colleges and universities, the Illinois Secondary School Principals' Association and 32 other professional and lay organizations of Illinois. In addition to representatives of educational organizations, and institutions, the steering committee includes spokesmen for the Illinois Congress of Parents and Teachers, service groups, agriculture, labor, business and manufacturing.

This Committee formulates general policies, makes available and steers services to local schools and aims at establishing a co-ordinated curriculum program in which all state-wide organizations will work together. At the local level, a similar representative organization is used for the same purposes.

Other ISSCP purposes are:

1. To sponsor studies basic to curriculum revision.
2. To conduct workshops for principals and teachers.
3. To prepare and distribute publications.
4. To establish relationships with higher institutions.

5. To encourage experimental programs.

At present, the ISSCP-ILAEP is cooperating with 45 selected school systems in attempting to develop 86 projects. Seventy-seven of these are concerned with the improvement of existing courses in English, mathematics, science, social studies, etc.; with enrichment in broad fields; with the working out of common learnings courses; or with projects which cut across subject lines.

A team of consultants from the colleges, universities, State Department of Public Instruction and high schools co-operates with local school people in trying to build a superior program. If and when this happens, local teachers and administrators study what is going on.

Besides this, intensive consultation service is available to 1across-the board projects in nine schools. 2These services are being directed toward program, including community influences, interests and organizations.

Public school personnel and consultants will make every effort to develop in these centers not only an improved program of education for the local community, but also certain patterns of group action which any school system and any group of consultants can use, with necessary modifications, to attack the problem of improving the total educational program of a community. Let's look at one of these across-the-board projects.

The Situation

Norris City in White County, Illinois, has a population of 1400. Most of the adults farm. However, one of the chief assets of the community is oil. At present more than 400 wells are in operation within the school district. During the past two years school has been discontinued in 26 local schools as a result of the formation of a reorganized unit district. Eleven buses now transport to Norris City center some 490 pupils — 68 per cent of the school enrollment. Staffed with two full-time administrators and 32 teachers, the school's program is developed in an elementary building housing grade I-VII and a new $500,000 high school building accommodating grades VII-XII.

For a year now, the Norris City across-the-board improvement project has been going on. Twenty-four faculty members from Southern Illinois University and several members of the Department of Public Instruction are giving part time assistance to the Norris City Staff.

Major Curriculum Activities

First, a school-community steering committee consisting of teachers, administrators, students and citizens was appointed. A member of the University consultant team and a member of the State Office of Public Instruction were assigned membership to this committee which studies the problems submitted by the lay public and school faculty and organizes the community for action.

Working partly through a sub-committee, the entire staff adopted tentative *goals* for the curriculum revision program. These goals are worth quoting because they show the concern of staff members for extending school functions beyond the classroom. Some of Norris City's objectives are:

(1) to formulate a definite curriculum pattern based on a survey of the educational needs of Norris City children

(2) to teach each child more adequately the basic tools of learning and communication

(3) to design and set in operation a program for improving pupil-teacher-parent relationships

(4) to awaken in the children a respect for all races and faiths, to

1 Across-the-board refers to all subjects and grades and to community groups within each of the nine schools.

2 Bloomington, Grades K-12; DeKalb, Grades 1-12; Gillespie Community Unit, Grades 1-12; Hinsdale, Grades K-12; Joliet, Grades 9-14; Lawrenceville, Grades 1-12; Norris City Community Unit, Grades 1-12; Paxton Community Unit, Grades 1-12; Rockford, Grades K-12.

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provide them with insight into ethical values and to train them to live and work co-operatively

(5) to instill better understanding of democratic planning

(6) to extend the audio-visual aids program

(7) to train Norris City youth vocationally

(8) to further aesthetic experiences and appreciation of music, art and literature

(9) to build and maintain a program to enhance physical and mental health

(10) to become familiar with the individual student's family history, physical handicaps, study and work habits, reading and arithmetical skills, personality and aptitudes.

Faculty committees are studying present curriculum patterns (primarily in subject matter areas) and teaching practices with a view to making appropriate changes. The formation of a language arts and social studies committees indicates a concern for a more flexible daily program as well as giving proper consideration to correlation and integration.

The Norris City staff took part in a sixteen-week *curriculum workshop.* Specific projects were selected for development by individuals or teams, including "Ways of Improving Mental Health in the Classroom", "A List of Community Resources" "Designing Selected Teaching Units", "What Are Suitable Criteria for Evaluating a Science Program" etc.

Early in the project, Norris City staff member completed *inventories,* in order to give consultants a base line from which to work. These included a sampling of teaching practices, opinions of what the schools ought to teach, the philosophy of the school and problems that seemed most pressing. Later consultants plan to re-check behavior patterns, opinions, etc. to note changes.

Starting to Learn

In Norris City, no one has been denied a voice in curriculum improvement. Citizens have concerned themselves with school problems that have a bearing on community affairs, including the improvements of roads, the development of a tri-county health unit and the promotion of soil conservation programs. Classroom teachers have stated and restated their most pressing needs.

The curriculum improvement project was based on the assumptions that teachers must feel the need for help and that little constructive activity takes place until each individual understands his part in the job. According to a recent poll, teachers now understand the whole school program instead of just the elementary or secondary program. Their morale has also improved.

At the suggestion of the staff, the need for greater integration of the curricula, the need for knowing the children better and the need for modifying teaching procedures in order to use community resources and audio-visual aids more fully are being explored.

The visitation program has been regular enough to develop a spirit of teamwork between the Norris City teachers and the consultants. What have the consultants learned about their work in public relations, promoting experimentation, and helping teachers teach better without telling them exactly what to do? Variations in staff needs because of differing backgrounds and stresses resulting from the transition to a reorganized community district have been important factors in this school system. Specificially, consultants have learned that they must begin where they find the teachers and allow time for the changes to become real. They have also found that enthusiasm for curriculum experimentation is in direct proportion to the time teachers have free for planning and research, to the practical features of the activities and to the respect felt for colleagues and consultants. Emotional insecurity can be a very serious threat to progress in curriculum development.

Exchanging ideas through small group conferences, interschool visitations (classroom observations) workshop experiences and social affairs has proved very profitable. Having clearing-house sessions for consultants as well as personal conferences on released time has also helped.

A Curriculum Field Day

Everyone who worked on the curriculum project is sponsoring a "curriculum field day" this year. This will be an invitational meet for regional school administrators, supervisors and curriculum directors. Designed primarily to highlight ISSCP accomplishments in the Norris City school-community, study groups will be organized during the meet to consider curriculum problems and the implications of the ISSCP accomplishments for local action programs in other communities.

Special demonstrations of classroom teaching by the unit method are being planned. Exhibits of instructional materials developed around community-centered themes will be on display. Lay citizens will give report on adult education activities.

Accomplishments related to the development of a 6-6 organization plan, the enrichment of the school's program to better meet individual needs and the extension of guidance will be reported on by the school's administrators and supervisors. The librarian and director of audio-visual aids will have special activities arranged.

This field day will give those who took part in one of Illinois' many curriculum projects a chance to report on progress in the past and to consider problems to be solved in the future.

A Spring 1951 Publication

You and Your Life:

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YOU AND YOUR LIFE is a textbook in orientation which offers a pattern for happy, successful living. The subject matter of this new text emphasizes the major concerns of teen-age boys and girls: school, family, and social life; development of personality and ability; choice of a vocation; friendships, leisure time, and recreation; ideals and standards. The text is under the editorship of Howard R. Anderson of the United States Office of Education.

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This outstanding American history text for seventh or eighth grade emphasizes the growth of democracy, the role of the common man, and an appreciation of our heritage. THIS IS AMERICA'S STORY was prepared with the editorial assistance of Howard R. Anderson.

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BANK STREET SHOWS TEACHERS HOW

MARY KERSEY HARVEY

In several of New York's public schools, an in-service program for teachers which has significance for public school teachers throughout America is being carried out.

The project, known as the Bank Street Public School Workshops, brings the faculty of the Bank Street College of Education, (a private experimental organization) into New York's public schools to help teachers put new methods of teaching into practice.

New York's Board of Education, in asking Bank Street to continue this work, emphasized that through it, teachers were gaining in insight and in ability to teach creatively and that because it demonstrated what *can* be done to help teachers, it was significant to the educational world.

Helping "On the Job"

The project is "different" because it places emphasis on work with individual teachers *on the job*. As Lucy Sprague Mitchell, chairman of the Bank Street College, explains. "The new job of teachers involves a background of knowledge of child development and a study of their particular children, an exploration of their children's neighborhood and the wider environment in which they live, an alertness in gathering source materials, an increased participation in the life problems around them—all this in addition to skilled teaching techniques". This is a very large order for any teacher, even under the best practical and psychological conditions. Bank Street tries to help. A glimpse at the way the Workshops are operating may, we hope, serve to stimulate work in this direction in schools in other parts of the country.

Recent critics have charged teacher education with everything from being "empty, vacuous and moribund" to "vitiating the humanities." While we do not agree with these lively extremists, we are grateful to them for reminding us that we should publish more about the significant work being done in this field. Our first visit is to 69 Bank Street, New York City.

When the Board of Regents recently granted Bank Street the right to confer the degree of Master of Science in education, it gave recognition to a teacher-training school whose graduates have filled leading places in kindergartens and elementary schools for the past 20 years. Only students who are potential leaders are selected for the graduate program. They are judged on the basis of personal stability.

Planning and Watching

Under the individual guidance and counselling plan now in operation in certain New York schools, teachers are being shown:

(1) How curriculum can be a framework within which they can exercise their judgment in planning programs for children,

(2) How to develop subject matter in accordance with the interests, needs, abilities and backgrounds of the children,

(3) How to determine, at least to some extent, when the teaching of tool subjects shall begin and how fast these shall be pushed,

(4) How to equip their rooms with the materials for the new curriculum,

(5) How to watch their children and learn about the child from observation, and

(6) what is most important, how to bring out the best in each child.

Children Are Human

Through the months the teachers come to learn:

1. That they should expect and accomodate to a child's fluctuations between the desire to be helped and the desire to be left alone,

2. That children learn best in a cooperative, friendly atmosphere and that they can do much toward changing their children's attitudes by changing the "climate" of their classrooms,

3. That school should contribute to a child's future by giving him satisfactions in his school life with a share in determining what it shall be and thus help him to build deep interests and a desire to participate in the living problems around him,

4. That teachers should plan curriculum for their children's growth based on the child's stage of development instead of his chronological age,

5. That curriculum should grow out of direct experiences for the children; that learning by direct experiences has more impact than learning through words; that curriculum should include exploration of the natural world through observation and experiments,

6. That classrooms should provide:

(a) opportunities for motor activity

(b) opportunities for creative activity with clay, paints, etc.

(c) opportunities for dramatic play experiences.

Experiment Social Studies

Here's how the programs worked in the kindergarten and second grades of one school.

Social studies theme for the year, as suggested by the New York Board, was: "Living in the Home, School and Neighborhood." This made it possible for curriculum experiences and activities to take place right in the here-and-now world in which children of this age live to a great extent.

Teachers were told to watch their children and to find out what they were most interested in. Soon they began taking the children on trips to see work and workers in the school and neighborshood. Among others, the school nurse, the cafeteria cook, the coal delivery truckmen and the street cleaners were observed. Trips were followed by discussions among the children and re-enactment of what they saw (dramatic play).

Kindergarteners "Play"

In the kindergarten group where the children were emotionally centered around their families, activity was focused on domestic play. In their play the children identified themselves with people they know at first hand — their fathers and mothers, the milkman, the grocer, etc. Dolls, trains, trucks, blocks for building and other equipment were provided.

The children were not asked to give accurate descriptions of what they saw on trips or to re-enact everything exactly as it was. They were allowed to make or do anything which fitted in with the general group activity. Soon delivery trucks were chugging down the street to the stores, coal trucks delivered coal; there were grocery stores made out of cardboard boxes, movies, houses, tugboats moving down the river. Through the teacher's guidance the activity became *group play*. Neighborhood work and workers as the little children knew them appeared in action on the classroom floor.

Second Grade Units

In the second grade, teachers organized their work more definitely into units. After the unit—the post office or the underground communications system—had been chosen, the work and workers related to it were explored.

Older children returning from trips often turned to art expression. Some painted pictures of boats they had seen, some modeled trains in clay, others made up poems or songs to tell how milk goes from cow to bottler to home doorstep; still others mimed the work or milkman or policeman or made up dances about them.

As the children learned to know their way around the neighborhood, their floor play began to reflect the beginnings of map thinking and human geography—the relation of work to earth situations.

Through simple experiments in the classroom, they also began to learn through simple experiments in the classroom how things in the natural world behave. Experiments with fire and water and wind were fascinating to the children and not difficult for teachers to prepare.

Throughout the program, the children were not only gathering factual information and having a good time doing it; they were learning how to think. The teachers felt they had gotten hold of something vital. In a world where individual man is rapidly being replaced by mass man, the ability to do independent thinking becomes increasingly important. Teachers who can develop this ability in their children can look at their work with satisfaction.

THE STUDENT LOOKS AT HIS TEACHER

An Inquiry Into The Implications of Student Ratings At The College Level

By John W. Riley Jr. et al.

Students have always judged their teachers. Not until recently however has a scientific method been developed for conducting a systematic student evaluation program that would have value for all concerned but which would not cause individual embarrassment. This "trail-blazing study" describes in some detail the first large scale use of such a project. It was conducted at Brooklyn College under a grant from the Carnegie Corporation and briefly answers such questions as: what attributes do students want most from teachers in different fields; how do these expectations compare with their actual judgments; what are the characteristics of a "good" teacher, and how can student evaluations produce better teaching. *$2.75*

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HELPING THE VISUALLY HANDICAPPED

IRENE MARQUIS
Sight Saving Teacher
Sterling, Illinois

Classes for the visually handicapped, popularly known as "Sight-Saving Classes", have existed in the United States for more than a generation, since the first one was established in Boston, Massachusetts, in September, 1913. Yet today, thirty-seven years later, how few people are conscious of what these classes accomplish.

Ideas in education have always been diffused slowly. It is not unusual then, that education for the visually handicapped—a very small percentage of the total school population—has spread with even greater slowness.

Statistics show that one child in five hundred has a visual handicap of such severity that success in the public school is an impossibility. It was for these unfortunate few that educators conceived the plan of special training which has become a vital part of American education.

The Cooperative Plan

Sight-Saving classes are housed within the public school and function in close cooperation with all phases of its regular program. Most schools adopt a plan whereby the child does all close eye-work, including basic work in the three R's, and all written preparation and reading, in a specially lighted and equipped classroom, where a teacher, trained to understand the more serious visual difficulties, provides the individual instruction and other help so greatly needed. For recitation and discussion periods, however, the child goes to the regular grade room where he is encouraged to participate in the informal give-and-take of children his own age. Art, music and physical education classes, recess and assembly periods are also enjoyed with non-handicapped playmates.

The Sight-Saving class is a complex organization, being at the same time a work shop, study-hall, recitation room, listening station, and perhaps most important of all, a home-room, shared with others having a similar type of disability. Since many classes enroll children ranging in age from six to fourteen and sometimes fifteen years, in this respect they resemble one-room country schools. In other ways, the organization is similar to the family group, which has always existed for the basic purposes of protection and survival.

The Right Psychology

Over-protection of handicapped children, however, is to be avoided. They must not depend on the special group for too great a portion of their security, and should always be encouraged to mingle freely with non-handicapped children.

Psychologists claim this plan of non-segregation, which gives the handicapped child a place in the normal group, is the best method of providing the child with the day-to-day experience of living in a world made up for the most part of non-handicapped individuals, who give little or no thought to the disabilities of their fellow men.

Teachers Plan Together

For best results, close cooperation must be maintained between the sight-saving teacher and the teachers of the regular grades. Regular teachers are asked to submit plans each week, a day or two in advance, to make it possible for the sight-saving teacher to transpose materials into large type, or to prepare them for reading aloud. In like manner, plans for work taught within the sight-saving class, as well as a definite schedule of special class activities are prepared by the sight-saving teacher, and followed by her when at all possible.

With the cooperative type of program, however, great flexibility of schedules is the first essential. A sight-saving class teacher learns to accept frequent change in schedules, and the attending irregularities, as the normal routine, remembering that where so many teachers and plans are involved, perfect coordination is seldom attained. Not withstanding these somewhat confusing irregularities, the cooperative plan has provided much needed help for those who without it would either fail or make a very unhappy and unsatisfactory school adjustment.

Standards for Admission

Children of normal intelligence are admitted to a special class upon recommendation of an eye specialist, who has administered a complete eye examination. There are entrance qualification of disability, but again, flexibility is the rule, and pupils, who are always considered individually, may be admitted upon the advice of a doctor and educational authorities, for other reasons not listed in the following standards of admission. These standards, as adopted by the National Society for the Prevention of Blindness, are:

(1) A visual acuity of 70/70 or less, in the better eye after refraction;

(2) For the elementary pupils, four or more diopeters of myopia, of the progressive type;

(3) Inactive, subsiding or regressive cases, in which some irritation may be present.

In addition there are cases when on recommendation of a physician, temporary assignment to a special class is considered. Thus any child who may be suffering from non-communicable diseases which affect the eyes, and children making re-adaptation of the eyes, or a psychological readjustment, following eye surgery.

Each child enrolled in the special class must have his sight checked annually. The child is given an eye-record sheet, which he takes to the doctor, who in turn, records a brief analysis of the eye condition, and makes recommendations relative to the amount of eye work permissible. The record is returned to the school and kept on file in the sight-saving room, to be used by the special teacher when planning and arranging the individual programs of work.

Equipment Helps

Educational equipment for a sight-saving class is large and designed to meet the needs of the visually handicapped. Books are printed in primer-size type, with clear-cut, black and white illustrations, on paper that affords the greatest amount of eye comfort. Maps are large and free of detail. Light yellow chalk is used on boards that are a restful shade of gray-green, and special paper and pencils provided. Typewriters, used by the pupils, who usually begin their instruction in Grade Three, have bulletin size type, and are equipped with extra black ribbons. Adjustable typing tables, chairs and copy racks are also standard equipment. A Talking Book, which is a combination radio and commercial record player, that adjust to the slower tempo of talking records, ear phones to accomodate individual listening, and a growing library of well chosen records, are used in the ear training program.

Since ear training is considered a vital part of the education of the partially sighted child, a second floor room, where playground noises are less distracting, is usually chosen. Fifty four candles of indirect light, controlled by an electric eye, is considered adequate. Desks, with adjustable tops, are placed at a 30 degree angle from the windows, so that light falls over the left shoulder. Window shades are made of a soft, translucent material which will not crack. Ceilings are white and walls are tinted in buff, light green or peach, depending on exposure. Sharp contrast in color of wood work, floor and furniture is avoided. Glass on cupboard doors and pictures is not permitted, since light falling on glass produces glare, which is harmful to the eyes.

Better personality adjustment, and a fuller participation in all phases of public school education, are the underlying purposes of the sight-saving class program, and today many children are succeeding and making their contribution to society, who without the special help, would have failed miserably.

The Certainty of Uncertainty . . .

Even in current, confused times, young people can think clearly. One example of this is an editorial from *Northeastern News*, student newspaper at Boston's Northeastern University.

"The faculty are surprised that we aren't reading newspapers in the classrooms, that we are doing homework, and that most of us are striving to get the best marks possible.

"But they shouldn't be surprised. When, in the twenty-three or four years that this generation has been alive, have we been able to tell what's coming next? When have we been able to experience normal times?

"First there were the boom years of the late twenties. Then the long depression. Then with the outbreak of hostilities in Europe and Asia came the start of the war. . . a series of conflicts that may well be known in the future as the 'Second Hundred Years War.'

"Of necessity we've adjusted to the uncertainty of the future. We've learned to adjust to the big 'IF'.

"IF nothing happens, I'll go into advertising.

"I'll take a course in Shakespeare next year IF I'm still around.

"Next year we'll have a better football team IF all our players aren't drafted.

"We haven't particularly enjoyed this adjustment. Man is a funny creature. Somehow he adjusts to what is necessary.

"No, we don't read the headlines in classes. We concentrate on our homework. We have to. It's a matter of doing the best we can at the job we have at hand. It's a matter of taking things as they come.

"Sure we're worried. But democracy is worth worrying about. We'll take things as they come."

H. S. G.

WANTED: *Agents, Correspondents*

We of The Journal of Education want our readers and friends to have a chance to earn extra income.

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Back Copies Needed

The demand for certain back copies of 1950 Journals has left our supply very low.

To replenish this supply, we want to acquire a limited number of copies of The Journal for May, September, October, November and December, 1950. If you care to part with any of these issues, we will pay you 15 cents for each copy until our needs are met.

THE JOURNAL OF EDUCATION

Business Office
73 State Street
Binghamton, N. Y.

Editorial Office
277 School Street
Watertown, Mass.

Help for every school on its own problems:

This just-published book is planned to help every school to deal with its own particular problems of sex education—to decide *whether* to provide sex education, and if so, how, where, and to what extent. There are 36 pages and 13 tables of facts on the sex activities, information, and attitudes of young people, and succeeding chapters abound in more specialized data. And there are 44 pages of up-to-1950 bibliographies and lists of teaching aids and professional materials in sex education.

A special value of this book is that it fits sex education into the "life adjustment" and "family life education" programs now being stressed. Read the table of contents below and order a copy for 10-day free examination today!

SEX EDUCATION AS HUMAN RELATIONS

A Guidebook on Content and Methods

By LESTER A. KIRKENDALL

Associate Professor of Family Life Education
School of Home Economics, Oregon State College

FORMERLY: Director of the Association for Family Living, Chicago, Ill. . . . Senior Specialist in Health Education, U. S. Office of Education, Washington, D. C. . . . Head of Division of Guidance, College of Education, University of Oklahoma . . . chairman of National Committee on Education for Marriage and Family Life in the Schools of the National Council on Family Relations.

Foreword by Robert J. Havighurst, Professor of Education, University of Chicago

CONTENTS

Part I. Evidence of Need and Results

1. A Concept of Sex
2. Evidence of the Need for Sex Education
3. The Evidence Mounts
4. Sex Education is Practicable

Part II. Philosophy and Objectives

5. The Scope of Sex Education
6. The Basic Principles of Sex Education
7. Objectives in Sex Education for the Preadolescent
8. Objectives in Sex Education for Adolescent and Older Youth

Part III. Institutional Relationships

9. The School in Sex Education
10. The Home in Sex Education
11. The Church in Sex Education
12. Community Resources in Sex Education

Part IV. Methods in Sex Education

13. Approaches to Sex Education
14. Building Support for the Program
15. Teacher Qualifications, Preparation, and Education
16. Launching the Program
17. Methods of Initiating and Directing Class Discussion
18. Techniques and Procedures of Individual Counseling
19. Appraising a Program of Sex Education

Part V. Content and Materials in Sex Education

20. The Contribution of the Elementary School
21. The Contribution of the High-School Subjects
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Treating of This and That . . .

MARGERY W. STEER

Mrs. Steer again brings information on what the citizen thinks about our schools and how he can help to make them more effective.

TRUE OR FALSE?

"The central institution in society ought not to be government, nor industry, nor religion, nor finance, but education.

"The task of the school is not to adjust the student to the changing world about him. The true doctrine requires the teacher not to follow but to lead. The true role of the teachers and the school in society is to instruct everybody, both old and young, in the art of living intelligently, decently, and tastefully, and in the art of organizing all social, political and economic institutions so that it is possible for people to live that way."

Thus does Mr. Ralph Borsodi state his belief in the crucial importance of education. His book, *Education and Living*, anayzes our present organization of society and education and develops in logical detail a plan for the reconstruction of our schools and our society along lines which will shock some readers and cause others to cheer.

Together with Mildred Jensen Loomis, Mr. Borsodi edits and publishes *The Interpreter*, a semi-monthly comment on current events devoted to the re-education of educators and all others interested in searching for the roots of some of our modern problems which are seemingly so insoluble. In the issue for September 15, 1948, we find this challenge—

"Above all we need to resist the real Educator of the day. We need to be aware that what is teaching our children what they really want —to eat, wear, think, do and see— are the 4,800,300 advertisers and salesmen which industry supports to the sum of $12,175,790,000 every year."

The product of the joint education of teachers and advertisers is characterized in *The Interpreter* for July 15, 1949 as—

> ". . one of the most unthinking, the most vulgar and materialistic, and the most sentimental and gullible people which has ever risen to world mastery and grandeur.
>
> "The American people, obedient to their instructors, flock into cities; . . continue the process of destroying the soil; . . their reading consists mainly of comic strips and pulp fiction; their favorite form of recreation is going to the movies and listening to soap operas and radio comedians; they slaughter and maim more people with automobiles than they average killing in war; they have entrusted power to politicians and demagogs . . ."

These are hard words! The educational philosophy set forthy by Mr. Borsodi in his book is admittedly revolutionary; his indictment of our industrial civilization is merciless. His arguments are supported by facts. *Education and Living* is not a book for the timid teacher or parent; it is for those who have an uneasy suspicion that we are not probing deeply enough in our search for answers to those things which trouble us as we attempt to explain our embarrassingly imperfect world to the young. Devin-Adair Company, New York are trade distributors—or address c/o The Interpreter, Brookville, Ohio.

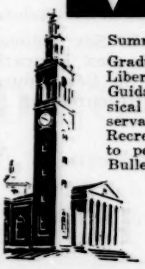
We dare you to read it!

NEWS IN A NUTSHELL

The first issue of a new publication appeared in November 1950. "Citizens and Their Schools", published by the National Citizens Commission for the Public Schools, 2 West 45th Street, New York, 19, N. Y. It is a valuable little news sheet full of information "for people working for better schools in their communities." The first issue contained among other things statements of the purpose of the Commission and of the paper, a feature on "Schools and the National Crisis," a list of some newly formed citizen groups with addresses, announcements of films, pamphlets, etc., a success story, and an advertisement, "The Stork and the School Board" reported to have been used by 1145 merchants and business people in their home towns.

This is news in a nutshell (four pages) for busy teachers, board members and parents. It should have wide circulation.

UNIVERSITY OF VERMONT



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Director, Summer Session
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THE NEWS DIGEST

S.A.R. Fights Subversive Texts

Michigan Superintendent of Public Instruction Lee Thurston is looking to the current legislature in that state for repeal of an obsolete law which might be used to require him to censor all textbooks sold to the public schools. The State Supreme Court recently tabled a petition from the Sons of The American Revolution requesting a writ of madamus to force Dr. Thurston to print a price list of texts. Buried in the petition was a demand that he exclude from the list books of a "subversive" nature.

N. Y. Committee Split on Pay

ALBANY — The issue of state aid for school building has been clarified here, but New York state teachers are still in doubt about what pay boosts to expect.

The State Commission on School Buildings, reporting to Gov. Dewey in late February, recommended special state aid for school construction in suburban areas where housing booms have swamped school facilities. Similar aid for New York City was rejected on the grounds that the city could finance any construction needed during the next two years. To assign priorities for construction as material shortages increase, a State Defense Council was proposed.

The Moore Committee on salary increases disagreed on three counts: (1) whether a minimum salary schedule should be established for the whole state or separate minimums provided for New York City and the rest of the state; (2) how much state financing was needed to enable districts to put the new scales into effect; and (3) what formula should be used in aptioning the amount among the 400 districts.

Meanwhile a committee appointed by New York City's Board of Education recommended that the city's teachers receive salary increases ranging from $350 to $1025 and that they end their 10-month-old boycott of extra-curricular activities.

Authorities close to Governor Dewey believes 18 to 20 million will be allotted for pay increases for state employes, including teachers.

Hard Going for State Aid Measures

Efforts to get larger grants for public education from the legislatures of many states are meeting stiff resistance generally because of rising costs of other state services and the demands for civil defense.

GEORGIA SCHOOLS were allotted $90 million, but with strings attached. To the appropriation bill passed by the legislature in February, Gov. Herman Talmadge tacked a provision that any school permitting mingling of races would lose all state funds. The governor warned that should any court overrule his edict, all common school funds for the state would be cut off. The same segregation provisions were attached to appropriations for the state university system.

A proposal for $400 salary increases for OKLAHOMA teachers received a serious setback when Gov. Murray went on record against the raises. While the governor recommended cutting the school aid bill from $75,000,000 to $51,000,000, educators pinned their hopes on a fund raising proposal put forth by state Senator Gary. This proposal would allow teachers half the desired increases.

A provision which would have permitted NEW HAMPSHIRE school districts to adjust for parochial or private school costs in determining the tax effort exerted by communities in that state has been eliminated from the education fund bill. The controversial state aid formula, if passed, would increase state subsidies to needy districts from $400,000 to $1,000,000 yearly. In the 1949 session, the legislature slashed the subsidy from $2,000,000 a year to its present level, an 80 per cent cut.

MASSACHUSETTS educators, appearing before the state legislative Commission on Education to urge boosting school aid from 16 to 32 million annually, met a "no funds" barrier. Attempts are again being made to establish state certification standards for teachers.

The RHODE ISLAND General Assembly as in several previous years, is considering a bill providing a statewide minimum salary schedule for teachers, ranging from $2400 for beginners to $4000 for those with at least 16 years service.

THE MAINE legislative committee on education heard objections that equal pay standards sought by Maine teachers would cost local communities a million dollars. A bill to raise the pensions of 570 elder retired teachers $200 each yearly is also being considered. These teachers now get between $500 and $700 a year.

Freedom for Education Office

The issue of political freedom for the U. S. Office of Education was again raised by the American Association of School Administrators at their annual meeting. In a resoultion, the AASA urged Congress to establish a national Board of Education made up of representative laymen with authority to appoint a professional educator as commissioner of education. The Office of Education should be a "nonpartisan independent agency," governed by this board, rather than a section of the Federal Security Agency, the resoultion said.

Behind the resolution were charges by educators that Federal Security Administrator Oscar Ewing had gained control of the Education Office through political means and that all Education Office publications and releases had to be cleared by Mr. Ewing or his staff.

Are Teacher Strikes Illegal?

Educators and solons are waiting to learn the fate of a bill now before the Minnesota Senate, barring strikes by public employes and setting up machinery for settling disputes. The measure followed close on the heels of a three weeks' teachers' strike in Minneapolis.

The possibility of similar action by Oskosh, Wisc. teachers has led to agitation for a similar bill in Wisconsin, but no such measure has been introduced there to date.

U. S. Colleges Shoulder Defense Tasks

To meet demands arising from defense needs, America's colleges and universities are initiating long range studies, reorganizing their programs and experimenting with new services.

Courses designed to help students become better qualified for the service are gaining in popularity on many campuses. Amherst, for example, is offering a unit in physics to meet naval requirements; navigation for prospective air force and navy students, and cryptography, stressing military codes.

To help eliminate draft jitters, American University has issued a bulletin summarizing the latest government policies and rules.

Orientation practices developed at Teachers College, Columbia, are currently being tested on a large scale in basic and officer training centers. These new means of giving the armed forces a more practical understanding of what they are fighting for were developed cooperatively by the Columbia Citizenship Education Project and personnel of the armed forces. Techniques originally planned to improve citizenship teaching in the public schools are being used to make various phases of democracy concrete to soldiers, sailors and marines.

Many universities have already initiated studies aimed at helping returning soldiers who will seek admission to universities two years from now. Columbia College has announced that scholarships held by students entering the service will be kept for them until their return.

Although almost half of the colleges in the country will on an accelerated basis by June, Dr. Francis J. Brown, consultant for the American Council on Education, has urged that the universities wait for the settling of the draft issue and further clarification of the international situation, so that speed-ups, if needed, can be uniform. The New York State Association of Colleges has appointed Dr. Everett Case, president of Colgate, chairman of a committee to study acceleration with a view to avoiding confusion and disunity in that state. The stand taken by MIT, Harvard, Princeton, Tufts, Brown, Columbia and Yale in favor of continuing the regular program has influenced some eastern universities against summer speedups at this time.

A report by the American Council of Education, minimizing the effect of the draft on September's freshman class and estimating the over-all drop in male college enrollment at 20%, served to quiet anxieties in some quarters, as did talk of a new G. I. Bill. Previously colleges had planned to slash their faculties by some 20,000 because of the anticipated drop in enrollments.

Draftees Won't Lose GI Rights

World War II veterans now in active military service, attending school under the GI Bill during their spare time, will be able to resume their courses after the July 25, 1951 training cut-off date, if they are forced to interrupt their studies because of military duties or transfers, the Veterans Administration said recently.

They will be allowed to continue training within a reasonable period after their release from active duty —even though they do not get out until after the cut-off date.

In fact, the VA added, when they do re-enter GI Bill training, they may step up the part-time training taken while in uniform to full-time courses.

However, the VA said, a veteran taking a GI Bill correspondence course while in service or otherwise may not, after the cut-off date, switch to classroom training, regardless of whether it's in the same or any other field of study.

TV Helps Out in California

California educators have endorsed a proposal to stage a series of public service programs over the San Francisco Chronicle station KRON-TV. Insights into modern educational problems and practices and visual instruction in vital civil defense procedures will be provided by the telecasts. Public schools and colleges in this area will participate, as well as the Red Cross and similar organizations.

School Equipment Laboratories

New York is establishing laboratories for testing materials, furniture and equipment intended for new school buildings, under live conditions. The laboratories will be included in school buildings where by actual tests, board members will see for themselves the value of the materials being tried out. The proposed rooms will contain various types of walls, ceilings, flooring, windows, chalk-boards, furniture, etc. Everyday pupil use, plus the effect of heat, light and air, will determine the suitability of the various materials.

The plan is being introduced as an economy move, since the cost of converting the rooms for laboratory purposes will be modest. Industrial concerns are expected to donate some of the samples.

They Take Responsibility

Many public school pupils are working overtime to meet challenges of a changing world.

Sixty-four New York City high school sophomores, for example, spent Regents' Week at Bear Mountain, New York, undergoing training for communal work under Junior Red Cross auspices. Movies, lectures and workshops helped to telescope a ten-day course into five. The sophomores learned the Red Cross blood program, home service, nutrition, disaster relief, and home nursing and are now fitting members of their own Junior Red Cross Units for emergency services.

Horace Mann school in the same city reports that juniors and seniors are enthusiastically electing courses in Russian, navigation, communications and meteorology in anticipation of future peace or war-time needs.

Civil Defense for Our Schools

Geneseo State Teachers College, Geneseo, N. Y., is developing an intensive civil defense program for public schools. A training course which can be adapted to the needs of any school has already been given to staff members, student teachers and interested parents, and a training manual is being developed in workshop sessions. The course is intended to provide background on post-World-War-II developments and an increased understanding of the present national emergency. Modern warfare and the atomic era will also be considered.

For Improved Administration

The problem of helping the men at the top of our school systems to do a better job is receiving attention from many different quarters.

The Commissioners of Education of Connecticut, Delaware, Maryland, New Jersey, New York, Pennsylvania and West Virginia are working with the Cooperative Project in Education, Teachers College, Columbia, to improve the preparation of administrators in their states. How to make state department services to local school heads more effective is also being studied by councils in each of these eight eastern states.

Eighteen Middle Atlantic Universities are also cooperating with the project. The universities will restudy the administrative training programs offered by their graduate schools of education, develop new types of on-the-job internships, clinics and field services and try to find better school survey patterns and techniques.

The Teachers College Project was started last August as part of a nationwide Kellogg Foundation Project.

Harvard University's Kellogg Project recently sponsored a series of six drive-in conferences for New England superintendents, aimed at bringing to bear on school-community administration the viewpoints of sociology, anthropology and community work.

Luring Top Grads to Teaching

George Peabody College for Teachers, Nashville, Tenn., hopes to attract top graduates of Southern colleges to the teaching profession. Wherewithal for this project is provided by a $10,000 grant from the Carnegie Foundation for the Advancement of Teaching which will be used for fellowships in teaching for graduates of liberal arts colleges.

Twenty fellowships, carrying an average annual stipend of $1000 will be given each year. Candidates will be nominated by faculty members of the undergraduate schools and chosen on the basis of recommendations, scholastic record, and interviews. According to Peabody president Dr. Henry Hill, the grant makes possible an entirely new venture in teacher training by southern liberal arts colleges.

Sampling of Summer School Courses

Looking for something different this summer? Here's a sampling of the offerings on the educational menu for 1951.

Copies of a circular describing the 1951 session of The Institute on the Position of the United States in World Affairs sponsored by AMERICAN UNIVERSITY and Civic Education Service may be obtained by writing to Dr. Samuel E. Burr, Jr., Institute Director, at American University, Washington 16, D. C.

BARNARD COLLEGE will collaborate with NBC in offering a summer institute in radio and television from June 25 to August 3, 1951. Held in the NBC studios with NBC department heads as instructors, this non-credit session will acquaint teachers and others with new communication techniques and tools. Northwestern University, University of California at Los Angeles, and Stanford University are offering similar courses. For further details of the new Barnard program, write to Barnard NBC Summer Radio and TV Institute, 401 Barnard Hall, Barnard College, New York 27.

BOSTON UNIVERSITY in cooperation with the Massachusetts society for Social Hygiene, will conduct at Boston a summer workshop on Sex Guidance in Family Life Education for three weeks starting July 9, 1951. Seminars and lectures by psychiatrists, pediatricians, sociologists and marriage counselors will be given. The course will carry graduate or undergraduate credit, depending on the work done. Teachers interested in further details should write to Director of Summer Session, 725 Commonwealth Avenue, Boston, Massachusetts.

A five-week International Affairs Institute, centering on "The Prospects for Freedom", will highlight the 1951 Summer Quarter at the UNIVERSITY OF DENVER. The first term, June 18 to July 20, will include a workshop on school curriculum and instructional problems and a seminar on citizenship education. The second term, July 21 to August 22, will feature workshops in basic communications, commercial radio, general education and life adjustment, audio-visual aids, business education and secretarial education. Write to the director of the University of Denver summer quarters, Denver 10, Colorado.

Rent Free Vacations Offered

Rent-free vacations in New York City, California, New England or any region of your choice — that's the offer of the Teacher's Residence Exchange.

Teachers registered with the organization are helped to exchange homes for the summer or during sabbatical leave. Directress Mildred Lewis matches people with similar residences.

For a folder explaining the plan, write Teachers Residence Exchange, 100 West 42nd Street, New York 18, N. Y.

Assistantships for Counselors

On June 1, the graduate school of Syracuse University will award 20 to 25 two-year graduate assistantships for women interested in preparing for personnel work in high schools or colleges as advisors, deans or counselors.

For further information, write Miss Ruth Haddock, Assistant Director, Student Personnel Program, Syracuse University, Syracuse 10, New York.

AFT Pushes Federal Aid Issue

The first attempt to get the 1951 Congress to act on Federal Aid to Education came from the American Federation of Teachers. This organization, an AFL affiliate, wants federal aid for public school teachers salaries, buildings, welfare services for all children, and help in eradicating adult illiteracy.

Why Stress Stupidity?

The public schools are making strides to help backward children, but neglecting bright ones, according to Northwestern professor, Paul Witty. Dr. Witty urges teachers not to forget to give A students special assignments to keep them busy while the rest of the class catches up.

Spotlight on Conservation

Educational leaders are currently tackling the problem of conservation from many different angles.

Conservation as the price of survival is the theme of this year's AASA yearbook. The volume gives concrete suggestions for conservation programs in the public schools and reports on dersiable practices in Illinois, Michigan, Wisconsin, Missouri, Minnesota and elsewhere.

Maine school children are learning water safety and preservation of fish life this spring as a sequel to winter work in woods and classrooms in forestry and wildlife practices.

An experiment in correlating the teaching of thrift with conservation is being conducted by the *San Diego, Calif.*, schools. In praparation for the schools' Camp Palomar, social studies pupils consider conservation philosophies.

Barriers preventing the use of land conservation practices are being studied at *Harvard* School of Public Administration and the School of Law of the *University of Pittsburgh*. The Harvard graduate seminar hopes to identify major obstacles preventing the use of known conservation techniques on U. S. resources. Pittsburgh students will analyze Pennsylvania statutes and administrative regulations dealing with conservation.

University of Connecticut Summer Session students will treck 1200 miles westward to study good and bad practices in the use of soil, forests, water and wildlife resources. They will carry their own sleeping bags and will camp out in state parks.

Better Living through the Wise Use of Resources, obtainable from the Government Printing Office, Washington 25, D. C., at 25 cents a copy, contains hints for carrying forward work begun during Conservation Week.

Economics for Today's World

A study program for improved economic education in the public school is being planned at the University of Texas. Participants will be teachers and administrators who will be influential in getting more economic education into the school curriculum to raise the level of understanding of the economic issues we face today.

Here and There . .

BINGHAM, MAINE, school district recently accepted an offer from local citizen Langdon Quimby to pick up the bill for $60,000 worth of school construction in this town of 1500 persons. No strings were attached to the offer.

* * * * * * * *

Teacher Perry Rockwell of *Riverdale, Ill*, has 165 pupils to thank for the fact that he has been deferred until the school term is over. Then the Navy threatened to call Rockwell back to active duty, his seventh graders wrote post haste to Rear Admiral J. Cary Jones, commandant of the 9th Naval District. The youngsters got a letter from the admiral, complimenting them on their appreciation of a good teacher.

* * * * * * * *

Maurice Brown, headmaster of a *Bradford, England*, high school, is conducting a one-man campaign to prevent British boys from referring to their parents as "Mummy" and "Daddy". Plain "Mum" and "Pa" are all right, Brown thinks, but the other designations go with the kind of parents who wrap their children in three layers of wool at the first sign of cold weather.

* * * * * * * *

The *Clark, N. J.*, Board of Education wants town commissioners to halt large-scale home developments for the next few years. The township's schools can't keep pace with rising costs coupled with a rising population, the Board says.

* * * * * * * *

Hollywood's Jack Carson has organized a "Cowboy-Parents Association" to get Gene Autry and other Western stars to champion good English. Tired of having his own children address him as "podner" and "yo' ole ornery critter', Carson has decided that the cowboys of movies, radio and TV who started all the trouble are the best ones to correct it.

* * * * * * * *

St. Mary's Lake Camp, which pioneered in offering year-round camping facilities to *Michigan* school children, was turned over to the Michigan Education Association recently by the W. K. Kellogg Foundation. The M.E.A.'s bill for the million dollar property was two dollars.

* * * * * * * *

Nineteen *Wisconsin Rapids* children prevented their country school from burning this winter by carrying water from an outside pump while their teacher drove 20 miles to telephone for help.

* * * * * * * *

A 7 P. M. curfew for freshmen co-eds at the *University of Massachusetts* may have crimped the girls social life, but it certainly steped up their scholastic rating. During the trial period, 77% of the girls had an average of 70% or better and more than 22% made the dean's list.

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Modern *Yale* students are brighter than their fathers, according to president emeritus Charles Seymour. Thirty years ago 16.6% of the freshmen flunked out; today only 5.2% are dropped.

* * * * * * * *

Students at City College, *New York*, in 1941 prophesized the division of Germany into zones, the death of Roosevelt, trouble from Russia and atomic energy development. The group who wrote sealed predictions as compositions 10 years ago proved poor guessers about themselves, however, since most of them are earning two and a half times as much as their expected salaries.

* * * * * * * *

A grandmother who keeps house, teaches school and baby sits with her grandchildren, recently received her degree from Harris Teachers College in St. Louis, Mo. To get the B.A. after a lapse of nearly 40 years in her formal education, Mrs. Lucy Ecoff attended afternoon classes three days a week at Harris, took correspondence courses from the University of Missouri and the University of Ohio, went to summer school and taught a fifth grade class every day.

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The following firms, each specializing in merchandise or services for schools, cordially welcome inquiries from Journal of Education readers. All the firms here listed are known to be reliable.

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